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ABSTRACT

This syllabus for teachers of the third year of a course in Mandarin Chinese is based on the texts "Beginning Chinese" and "Beginning Chinese Reader" by John DeFrancis. The objectives and scope of the third year focus on increasing listening comprehension, improving conversational ability, composition skills, and extensive character recognition. This course emphasizes reading skill and translation ability while coordinating audiolingual activities with reading development. Seventeen units are outlined with sections on Chinese culture to be coordinated with the basic classroom instruction. For the companion documents see FL 002 202, FL 002 204, and FL 002 205. (RL)

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CHINESE-RUSSIAN STUDY CENTER
Toledo Public Schools
Toledo, Ohio

Syllabus for use in Mandarin Chinese Language III
as prepared by Pickering Chang-shou Lee, 1969-1970

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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THIRD YEAR CHINESE

Objectives for the Third Year Chinese

1. To be able to understand with reasonable ease rapid standard speech.
2. To be able to speak approximating native speech in intonation and pronunciation in a variety of situations.
3. To be able to read with reasonable ease such as magazines and newspapers.
4. To be able to write social letters and compositions on topics of interest.
5. To be able to recognize about 750 Chinese characters.
6. To have more practice in translation both from Chinese to English and from English to Chinese.
7. To develop a better understanding of Chinese history.

The Scope for the Third Year Chinese

Chinese III will emphasize reading skill and translation ability. Audio-lingual activities will be integrated closely with reading. The students have more freedom in all language activities.

1. Conversation--Listening and Speaking:
   a) Beginning Chinese--Lesson 22-24
   b) Intermediate Chinese--Lesson 1-6
2. Reading and Writing:
   a) Beginning Chinese Reader (Part I)--Lesson 22-30
   b) Read Chinese (Book II)--Lesson 1-8
3. Chinese Culture--Briefly discuss the history of Chinese civilization with special emphasis on political and social developments from Chou Dynasty to Ch'ing Dynasty.

METHODOLOGY

Reading is the major activity and skill to be developed this year. Class participation shows a greater integration of language skills. Composition should consist of the writing on a topic discussed orally in class. The following proportions of class time are recommended to be devoted to the four skills:

Listening	20%
Speaking	20%
Reading	40%
Writing	20%

1. Listening comprehension
   a) A wider range such as articles from newspapers and magazines should extend the learning of vocabulary, expand recognition for cultural achievement, and provide suitable topics for conversation and composition.
   b) Listening activities should include:
      1) Short oral reports made by students in simple Chinese
      2) Singing songs
      3) Pattern drills
2. Speaking
   a) Brief oral reports preferably on a cultural topic
   b) Discussions of readings previously studied
   c) Acting out short dramatic skits or dialogues
   d) Memorization of poetry and monologues
   e) Continued use of folk songs

3. Reading

a) Daily reading assignments and a variety in type of materials used are recommended.

b) Reading activities which will aid in developing both comprehension and speed are:

1) Arranging scrambled words in complete sentence

2) Selections especially written for reading practice (using only known lexical and grammatical items)

3) Occasional short, timed, silent reading periods, followed by oral questions

4) Some supplementary reading and the use of a small dictionary should be required

5) Brief written or oral summaries based on the home reading assignment

4. Writing

a) Specific directions or models should be given for composition so that the result may be authentic language rather than a translation from English.

b) The emphasis in writing should be placed on paragraph construction rather than on sentence structure

c) Writing activities should include:

1) Dictation

2) Sentence completion

3) Combining several dialogues into a short story

4) Summarizing a section of the reading material within a word limit

5) Write a short composition every two weeks, preferrably on topics of daily life experience

THIRD YEAR CHINESE

The Content of the Textbook

1. Beginning Chinese by John DeFrancis

Publisher: Yale University Press, 1963

The text is divided into 26 lessons dealing with daily life situations. Each lesson consists of the following items:

1) Dialogue: This helps the students to use the vocabulary and its special combinations in their conversation.

2) Vocabulary and Sentence Build-up: New vocabularies are learned not individually but in their contexts. Sentence Build-up is used as a way to reach the goal.

3) Pronunciation Drills: This section is used to study the sounds of Chinese.

4) Pattern Drills: This section is used to study the grammar of spoken Mandarin Chinese.

5) Notes: This section explains the grammar and its cultural context.

2) Beginning Chinese Reader (Part I) by John DeFrancis

Publisher: Yale University Press, 1966.

The text is divided into 30 lessons. Each lesson is consisted of 10 new characters and many special combinations.

This text is closely correlated with Beginning Chinese. It will be used after the students have finished lesson 12 of the conversation text. Each lesson is divided into the following parts:

1) Vocabulary and its Special Combinations

2) Build-ups and Illustrative Sentences

3) Dialogues and Narratives

4) Translation into Chinese

3. Intermediate Chinese by John DeFrancis

Publisher: Yale University Press, 1964.

The text is divided into 24 lessons dealing with daily life situations. There are about 1000 sentences for new words and grammar, 200 review sentences, and 600 questions.

Since the first and second year Chinese cover most of the basic sentence patterns, the third year Chinese will be more detailed and elaborate points which develop from these basic patterns.

4. Additional Teaching Materials:

1) Audio-Visual Materials

a) Filmstrips: China and her neighbors series

McGraw-Hill, set of 4, color, no guide

b) Disc Recordings: Chinese stories

Chinese Oversea Affairs, set of 4 (in Chinese)

2) Supplementary Reading Material

a) Read Chinese Book II by Richard I. Chang

Published by Far Eastern Publications, Yale University, 1965.

3) Language Notebook:

15 minutes per day of language tape work is followed.

4) Chinese culture (in English)

1) The Rise and Splendour of the Chinese Empire by Rene Grousset

Published by University of California Press, 1964.

2) A Short History of the Chinese People by L. Carrington Goodrich

Published by The University Library, 1955. (Harper and Row)

THIRD YEAR CHINESE
(About two weeks a Unit)

Unit 1: Lesson 22 - Discussing Chinese (BC)

1) Study 37 words and morphemes.

2) Grammar:

a) Expressing "the more...the more..."

b) Reduplicated Stative Verbs

c) Reduplication of Measures

3. Pronunciation Drills:

Review of four-syllable expressions

Unit 2: Lesson 1 - From Read Chinese Book II

1. Study 20 new characters and their special combinations

2. Write a short composition: Discussing Chinese People

Lesson 22 - From Beginning Chinese Reader Part I

1. Study 10 new characters and 31 special combinations

2. Translations: 1) from Chinese to English p. 258-265

2) from English to Chinese p. 265-267

Unit 3: Lesson 23 - Leaving China (BC)

1. Study 30 new words and morphemes

2. Learn 3 sentence patterns:

a) Use of yi 'one' as 'the whole'

b) Use of Suffixes jia and men

c) Passive with rang and jiao

3. Pronunciation Drills

Review of four-syllable expressions

Unit 4: Lesson 2 - From Read Chinese Book II

1. Study 20 new characters and their special combinations
2. Write a short composition: Travelling

Lesson 23 - From Beginning Chinese Reader (Part I)

1. Study 10 new characters and 32 special combinations.
2. Translations: 1) from Chinese to English p. 279-285
   2) From English to Chinese p. 285-286

Unit 5: Lesson 24 - Review (BC)

1. Pronunciation Review
   a) Sentences Distinguished Only by Context
   b) Sentences Distinguished by Tonal Contrasts
2. Pattern Review
3. Dialogue summaries

The Dialogues are summarized lesson by lesson. They are told in narrative style, and provided with background material and explanations.

Unit 6: Lesson 3 - From Read Chinese Book II

1. Study 20 new characters and their special combinations
2. Write a short composition: Why do I study Chinese?

Lesson 24 - From Beginning Chinese Reader (Part I)

1. Review from Lesson 19-23
   a) Distinguishing Partially Similar Combinations
      1) Same Character in Initial Position
      2) Same Character in Final Position
      3) Same Character in Different Position
      4) Reversibles
   c) Review of Special Combinations
2. Translation: from Chinese to English p. 291-298

Unit 7: Lesson 1 - Arriving in China (IC)

1) Study about 30 new words and morphemes

2) Grammar

a) The positions of Chinese adverbs

b) 3 new sentence patterns:

1) N mangzhe V (ne)

2) N dent A V (or Deng A N V)

3) ba A V cheng B

3) Oral report in narrative style on Lesson 1 - Arriving in China

Unit 8: Lesson 4 - From Read Chinese Book II

1. Study 20 new characters and their special combinations

2. Write a short composition: China and America

Lesson 25 - From Beginning Chinese Reader (Part I)

1. Study 10 new characters and 38 special combinations

2. Translations: 1) from Chinese to English p. 312-321

2) from English to Chinese p. 321-323

Unit 9: Lesson 2 - Getting through Customs (IC)

1. Study 30 new words and morphemes.

2. Grammar:

a) Learn a new sentence pattern: A ná/yòng B ba C V

b) Study the usages of the adverbs jiù 'then' and cái 'then (and only then)'

3. Oral report in narrative style on Lesson 2 - Getting through Customs

Unit 10: Lesson 5 - From Read Chinese Book II

1. Study 20 new characters and their special combinations.
2. Write a short composition: My hobby

Lesson 26 - From Beginning Chinese Reader (Part I)

1. Study 10 new characters and 34 special combinations
2. Translations: 1) from Chinese to English p. 335-344
   2) from English to Chinese p. 344-346

Unit 11: Lesson 3 - Driving through the City (IC)

1. Study about 34 new words and morphemes.
2. Grammar:
   a) The usage of the word "Bang" 'help'
   b) The particle ou--indicating a mild warning.
   c) The exclamation ei--expressing surprised agreement
3. Oral report in narrative style on Lesson 3 - Driving through the city

Unit 12: Lesson 6 - From Read Chinese Book II

1. Study 20 new characters and their special combinations
2. Write a short composition: Write a letter to a friend

Lesson 27 - From Beginning Chinese Reader (Part I)

1. Study 10 new characters and 38 special combinations
2. Translations: 1) from Chinese to English p. 359-367
   2) from English to Chinese p. 367-368

Unit 13: Lesson 4 - At the Home of Friends (IC)

1. Study about 30 new words and morphemes
2. Grammar:
   a) Learn a new sentence pattern: A Vde (shi) B--"What A did was B"
   b) The Ba Construction
3. Oral reports in narrative style on Lesson 4 - At the Home of Friends

Unit 14: Lesson 7 - From Read Chinese Book II

1. Study 20 new characters and their special combinations
2. Write a short composition: My most unforgettable person

Lesson 28 - From Beginning Chinese Reader (Part I)

1. Study 10 new characters and 40 special combinations
2. Translations: 1) from Chinese to English p. 382-390
   2) from English to Chinese p. 390-392

Unit 15: Lesson 5 - Discussing Where to Live (IC)

1. Study about 30 new words and morphemes
2. Grammar:
   a) Learn a new sentence pattern: "SVde yao si" (extremely SV)
   b) Movement and Direction
   c) The "le" construction--changed status, completed action--etc.
3. Oral report in narrative style on Lesson 5 - Discussing Where to Live

Unit 16: Lesson 8 - From Read Chinese Book II

1. Study 20 new characters and their special combinations
2. Write a short composition: My parents

Lesson 29 - From Beginning Chinese Reader (Part I)

1. Study 10 new characters and 32 special combinations
2. Translations: 1) from Chinese to English p. 407-417
   2) from English to Chinese p. 417-418

Unit 17: Lesson 6 - Review (IC)

1. Review from Lesson 1-5
2. Oral report by students preferrably the topics on Chinese culture

Lesson 30 - From Beginning Chinese Reader (Part I)

1. Review of Single Characters and their special combinations
2. Distinguishing Partially Similar Combinations.

Unit 1: Geography and its Influence on the Chinese

1. The Name--"The Middle Kingdom"
2. The two main divisions of China:
   a) China proper: (Chinese) the north and the south
   b) Outlying sections: Tibet, Sinkiang, Mongolia and Manchuria
3. China Proper: the north and the south
   a) Tsinling mountain range as dividing line
   b) Contrast the climate, topography, crops of North and south
4. Influence of geographical factors on history
   a) Geographic isolation of China and traditional Chinese attitude toward outside world.
   b) River systems: Yellow River, Yangtze River, West River; constant floods in north China, tremendous loss of life and property
   c) Lack of tillable land: intensive agriculture

Unit 2: The Beginning of Chinese Civilization

1. Origin of the Chinese: Peking Man (400,000-350,000 B.C.)
2. Chinese Myths and Legends:
   a) Fu Hsi: inventor of writing, fishing, hunting
   b) Shen Nung: inventor of agriculture, medicine
   c) Huang Ti: the legendary first emperor
   d) Yao and Shun: non-hereditary succession to rulership
   e) Yu: the taming of the floods and the beginnings of hereditary succession
3. Hsia dynasty: the legendary first dynasty
   Yu, the great and Hsia Chiech

Unit 3: The Shang or Yin Period (1751-1123 B.C.)

1. The Shang state: in north China
   a) T'ang, the foundation of the dynasty
   b) The capital: An-yang
   c) Agricultural life
   d) Aristocratic society
   e) Religion: Shang-ti and T'ien
   f) Government: All China should be under one government
2. The Shang Culture:
   a) Art and skill of its bronzes
   b) Pottery was popular
   c) Early writings: the oracle bones

Unit 4: The Chou Era (1123-256 B.C.)

1. Origins of Chou: Early relationship with Shang rulers
2. Western Chou:
   a) Duke of Chou: Confucius's ideal
   b) Feudalistic society
   c) Economic system: "well-field"
3. Eastern Chou:
   a) Rise of new border states: Ch'i, Chin, Ch'in, Yen, Ch'u, Wu, Yueh.
   b) The hegemony of various states
   c) The period of the contending states and the triumph of Ch'in
   d) Schools of philosophy:
      Confucius, Mencius: Confucian school
      Mo Tzu: Moism
      Lao Tzu: Taoism
      Other schools
   e) Political organization: Centralization

Unit 5: The Formation of the Empire: The Ch'in (I) (221-207 B.C.)

1. The Ch'in Dynasty:
   a) Shih Huang Ti: the First Emperor
   b) Unification and standardization of weights, measurements, currency, laws, etc.
   c) Destruction of feudalism and adoptation of legalism
   d) Foreign conquests and the Great Wall
   e) Thought control and the burning of the books
2. End of the Ch'in empire:
   a) Rebellions: Ch'en Shen and Wu Kuang
   b) Death of First Emperor and succession problem
   c) Role of eunuchs in government

Unit 6: The Formation of the Empire: The Han (II) (206 B.C.-A.D. 220)

(a) The Earlier or Western Dynasty (206 B.C.-A.D. 8)

1. Struggle for the empire after fall of Ch'in
   a) Hsiang Yu: the military genius, aristocratic background
   b) Liu Pang: humble origins, the political leader
   c) Reasons for Liu's success and Hsiang Yu's failure
2. Apex of the Earlier Han dynasty: The reign of Wu Ti
   a) Territorial expansion
   b) Campaigns against Hsiung-nu in north
   c) The triumph of Confucianism
   d) Financial reforms: state monopolies in salt, iron, etc.
   e) Foreign trade: "silk road" and trade with Roman-Hellenistic world
3. Decline and fall of Earlier Han
   a) Successors of Emperors of Wu
   b) Rising influence of maternal relatives of emperors

Unit 7: The Formation of the Empire: The Han (III)

(b) Hsin dynasty and The Later of Eastern Dynasty

1. Wang Mang (A.D. 9-23) as emperor of Hsin
   a) Red Eyebrow Rebellion
   b) Reasons for his failure
2. Later Han Dynasty:
   a) Capital: Lo-yang
   b) Kuang-wu and restoration of Han rule
   c) Fall of Later Han: Yellow Turban Rebellion
   d) Struggles between warlords, rise of Ts'ao Ts'ao and his family
   e) Destruction of Lo-yang and partition of empire
3. Han Culture: Han Confucianism, Arrival of Buddhism in China

Unit 8: Six Dynasties (A.D. 211-265)

1. The three kingdoms (A.D. 211-265)
   a) Wei: Ts'ao family in north China
   b) Wu: south China
   c) Shu Han: southwest China
2. Chin dynasty: Western and Eastern Chin
3. China and the barbarians
4. Cultural developments:
   a) Buddhist sculpture
   b) Development of Chinese Buddhism: T'ien-t'ai, Pure Land, and Meditation Sect.
   c) Neo-Taoism: "pure conversation" of literati
5. An era of division:
   a) The Chinese states of the south
   b) The non-Chinese states of the north

Unit 9: Sui Dynasty: The Reunification of the Empire

1. Capital: Ch'ang-an and Lo-yang
2. Emperor Wen: (589-604)
   a) Unification of China by military campaigns
   b) Emperor Wen's early career as minister
3. Emperor Yang (604-18)
   a) Dislocation of economy: military campaigns and conscription for public works
   b) Rebellions and collapse
4. Constructive accomplishments of Sui
   a) Reunification of China
   b) Construction projects: capital cities, construction of canal system

Unit 10: T'ang Dynasty: The Growth of the Imperial System

1. Capital: Ch'ang and Lo-yang
2. Revolt of Li Yuan and Li Shih-min against Sui dynasty
3. Li Shih-min as Emperor T'ai-tsung
4. Usurpation of Empress Wu
5. Later political history:
   a) Reign of Hsuan-tsung and his imperial consort Yang Kuei-fei
   b) Rise of eunuch power
6. End of T'ang: Rebellion of Huang Ch'ao and division of empire
7. T'ang's culture:
   a) Foreign trade
   b) Buddhist pilgrims and missionaries
   c) The introduction of foreign religions: Ex., zoroastrianism, etc.
   d) Literature: poetry; art; printing

Unit 11: T'ang Dynasty: Its Foreign Relations and Institutional Foundations (II)

1. Foreign relations:
   a) Korea, Japan, Annam and Tibet: suzerain-vassal relationships
   b) Reconquest of Central Asia
   c) Tribute offerings to China
2. Institutional foundation
   a) Political
      1) Central government and local government
      2) Censorate
      3) Methods of recruiting officials: examination system
   b) Economic
      1) Land distribution: the "equal-field" system
      2) Tax system: tax in grain on land
   c) Military: militia system, conscription

Unit 12: Sung Dynasty: Political Weakness but Cultural Splendor (960-1276)

1. Northern Sung (960-1125)
   a) The capital: Kaifeng
   b) Usurpation of throne by Chao K'uang-yin
   c) Foreign invasions and end of Northern Sung
2. Southern Sung (1127-1279)
   a) The capital: Hangchow
   b) The reign of Kao Tsung
   c) Mongol invasions and end of Sung
3. Sung Culture:
   a) Neo-Confucianism: Chu Hsi
   b) Developments of Buddhism and Taoism
   c) The growth of cities and accompanying changes in social structure

Unit 13: Yuan Dynasty (1270-1368)

1) Non-Chinese dynasties:
   a) Liao dynasty (907-1124)
   b) Hsi Hsia dynasty (1038-1227)
   c) Chin dynasty (1115-1234)
2) Yuan dynasty
   a) Chingis Khan and his conquest: north China, central and Western Asia, etc.
   b) Kublai Khan as emperor of China
   c) Marco Polo in Mongol capitals
3) Yuan Culture
   a) Painting
   b) Literature
4) Traditional Chinese policies vs. barbarian peoples

Unit 14: Ming Dynasty (1368-1644)

1) Chu Yuan-chang as rebel leader: peasant background
2) Chu Yuan-chang as emperor: his energy and assiduousness
3) Reign of Yung-lo (1403-24)
   a) Cheng-ho's maritime expeditions to southeast Asia
   b) Establishment of new capital at Peking
4. Neo-Confucianism in Ming
   a) Wang Yang-ming: his thought and his influence
   b) The Eastern Forest Academy (Tung-lin yuan) of late Ming
5. Ming's Institutional Foundations
   a) Military
   b) Political
   c) Economic

Unit 15: Ch'ing Dynasty (1644-1911)

1. The Era of Development

a) The unification of Manchuria

1) Early legends of the Manchus

2) Early military and political organizations of the Manchus

b) The struggle of Manchus and the Mings

c) The conquest of Korea and inner Mongolia

d) Early customs of the Manchus

1) Civil government 2) The written language of the Manchus

3) Religion 3) Society 4) Dress 5) Position of woman

e) The conquest of China

1) Alliance with Wu San-kuei

2) The battle of Shanhaikuan

3) Fu Wang proclaimed emperor in Nanking

f) Further struggles with the manchus

1) Koxinga harasses the coast of Fukien

2) Formosa prior to its occupation by Koxinga

3) Chinese immigration

4) Koxinga drives out the Dutch

5) Koxinga in Formosa; his death

g) Political and Social changes under the Manchu regime

1) Eunuchs and the cabinet

2) The system of literary examinations

3) Honors to Confucius

4) The shaving of the head; the queue

5) The Manchu nobility

Unit 16: Ch'ing Dynasty (1644-1911)

2. The Era of Greatness

a) The San Fan Rebellion

b) Annexation of Formosa

1) Terms of peace offered by the Manchus

2) Death of Cheng Ching

3) Surrender of K'o Shuang

c) Russian encroachments upon Manchuria and the treaty of Nerchinsk

d) Conquest of Tibet

e) K'ang Hsi: The man and the ruler

1) The character of K'ang Hsi

2) His patronage of literature

3) K'ang Hsi disinherits his heir

4) Death of K'ang Hsi

f) The Reign of Yung Cheng

1) Internal administration

2) Foreign relations

g) Ch'ien Lung's wars and conquests (1736-1795)

1) Conquest of Eastern Turkestan

2) Establishment of China's authority in Tibet

3) Ch'ien Lung as a civil ruler

1) The best type of Chinese absolutism

2) National prosperity and extravagance

3) The Co-Hong system in Canton

4) Its effects upon China

Unit 17: Ch'ing Dynasty (1644-1911)

3. The Era of Decline

a) The age of insurrection

1) Beginning of the White Lily Rebellion

2) Piracy on the coast

b) Tao Kuang's war with the Mohammedans

c) China's first foreign war--the Opium War

1) Treaty of Nanking

2) The customs tariff; American and French treaties

d) The first stage of the Taiping Rebellion

e) The second foreign war

1) The British treaty of Tientsin

2) The Russian treaty of Aigun

3) Treaties of Peking (1860)

f) The second stage of the Taiping Rebellion

1) Fall of Nanking and fate of Hung Hsiu-chuan

2) Causes of the imperial success

g) The Franco-Chinese War

h) The period of the Chino-Japanese War

i) The Boxer Uprising

j) The closing years of Kuang Hsu's reign

k) The revolution

1) Sun Yat-sen and the revolutionary movement

2) Capture of Nanking in 1911

3) Sun Yat-sen becomes president of a Chinese Republic

4) Abdication of the Manchus

5) Union of the North and the South